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ABSTRACT

Results of the spring quarter 1975 Survey of Graduating Seniors conducted for the University of Washington's College of Arts and Sciences are presented. Respondents were categorized by undergraduate major, and the survey results were analyzed within these categories and compared with the previous year's survey results. In general, the two surveys yielded similar results. The survey included questions on recent educational history, choice of major, satisfaction with major, areas for improvement in the departments, department ratings on bipolar scales, rating of instruction within and outside majors, activity following graduation, field experience, chosen careers, and personal and vocational impact of the university experience. Data are presented in narrated tabular and graphic form. Some simple statistical analyses are made. (MSE)

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# The 1975 College of Arts and Sciences Survey of Graduating Seniors

Virginia A. de Wolf

**Abstract**

The current report presents results from the 1975 Survey of Graduating Seniors conducted for the University of Washington's College of Arts and Sciences in Spring Quarter 1975. The respondents were placed in one of five degree groups depending upon their undergraduate major: arts, social sciences, natural sciences, humanities, and miscellaneous. Survey results were analyzed according to degree groups, for the most part, and similarities and differences between the previous year's survey and the current survey were noted. In general, the two surveys yielded comparable results even though the return rate for the 1975 survey was smaller than that for the preceding year, 56% of the Spring Quarter 1974 graduates returned surveys vs. 39% of the Spring Quarter 1975 graduates.

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Educational Assessment Center Project: 215

# The 1975 College of Arts and Sciences Survey of Graduating Seniors

Virginia A. de Wolf

In June, 1975, all 1,599 undergraduate degree candidates in the College of Arts and Sciences (A & S) at the University of Washington (UW) were requested to complete a Survey of Graduating Seniors (Educational Assessment Center, Note 1). Thirty-nine percent (N = 628) of the A & S baccalaureate degrees awarded were accounted for in the returns, a smaller return rate than that in the 1974 survey (56%). The 1975 Survey of Graduating Seniors questionnaire was similar to the instrument used in the 1974 survey (de Wolf, 1975), slightly modified to include a few additional items and refinements of the previous year's survey items. Therefore, many of the results which will be discussed in the current report will be related to the previous year's report.

As in the 1974 survey, A & S majors were grouped into five categories: arts (A), social sciences (SS), natural sciences (NS), humanities (H), and miscellaneous (MISC). For an account of the majors included under these five areas consult de Wolf (1975). In the case of students receiving more than one degree or having more than one major, the major indicated by students as most preferred was used in these analyses.

Table 1 lists the frequencies and percentages of male, female, and total graduates who responded in each of the five degree groups. As in the 1974 survey, slightly more males than females are included, i.e., 54% of 1974 and 51% of 1975 respondents were males. Among the males the largest number of graduates (39%) received their degree in the NS majors, with SS, NS, and H accounting for 92% of the male graduates. In contrast, the largest number of the women received their degrees in H majors (35%), and SS, NS, and H degree groups accounted for 82% of the women's degrees. The largest disparity between the sexes was in the natural

sciences (39% of men vs. 16% of women).

The information gathered in this survey will be presented in five sections: general background information, attitudes towards the major and major department, plans for the year after graduation, occupational expectations, and educational impact of the University. The major portions of the presentation will focus on differences (and similarities) among degree groups. This report will not repeat the sex by degree group breakdowns of the 1974 analyses, since for a great number of the items the responses of the sexes in the same degree group were quite similar. Only a few of the items in the third and fourth sections of this report (i.e., plans one year after graduation and occupational expectations, respectively) will be analyzed using the sex by degree group breakdown.

Table 1

Male and Female Respondents in Each of the Five Degree Groups

| Respondents | Degree Groups | | | | | |
|---|---|---|---|---|---|---|
| | A | SS | NS | H | MISC | TOTAL |
| **Males** | | | | | | |
| N | 11 | 85 | 115 | 72 | 13 | 296 |
| % | 4 | 29 | 39 | 24 | 4 | 100 |
| **Females** | | | | | | |
| N | 21 | 87 | 44 | 99 | 31 | 282 |
| % | 7 | 31 | 16 | 35 | 11 | 100 |
| **Total** | | | | | | |
| N | 32 | 172 | 159 | 171 | 44 | 578 |
| % | 6 | 30 | 28 | 30 | 8 | 100 |

Table 2

Percentage Responses by Degree Group to "When Did You Begin College?"

| | Degree Groups | | | | | |
|---|---|---|---|---|---|---|
| | A | SS | NS | H | MISC | TOTAL |
| Directly after high school graduation | 88 | 85 | 94 | 83 | 94 | 88 |
| Delayed entrance | 12 | 15 | 6 | 17 | 6 | 12 |

General Background Information

The mean age of the total group of respondents was 24 years with the A graduates being about a year older, i.e., 25 years, and the NS graduates a year younger, i.e., 23.

"When did you begin college?" yielded some interesting differences among the degree groups. Table 2 presents the responses to this item in percentages. The NS and MISC majors were significantly less likely and the SS and H majors more likely to have delayed college entrance ($\chi^2 = 11.56$, $df = 4$, $p \leq .05$).

"Did you transfer to the University from another college or university?" also produced significant differences among the degree groups. Table 3, presenting the data for this item, was analyzed again using the $\chi^2$ test of cell frequencies. The NS majors were more likely to have been "native" students (i.e., to have begun their collegiate study at the UW), in contrast with the H and, to a lesser extent the SS majors ($\chi^2 = 13.42$, $df = 4$, $p \leq .01$).

These responses seem to imply that the bulk of the NS majors entered the UW directly after high school, while the majority of SS and H majors delayed entry to college and studied at another college or university prior to enrolling at the UW. While the A and MISC majors as a whole entered college directly after

high school (like the NS majors), they were similar to the SS and H majors in having entered a college other than the UW as freshmen and transferred at a later date into the University. From these observations one might predict that NS majors would indicate that they attended the UW for a longer period of time than SS and H majors and this prediction is confirmed by the data. In fact, NS majors reported attendance at the UW for an average of 11.47 quarters, while for SS and H majors the mean numbers were 10.03 and 9.75, respectively. Surprisingly, the means for A and MISC majors were the highest, 11.88 and 12.08 quarters, respectively.

Majors and Major Departments

Table 4 indicates responses in each of the five degree groups to "When did you decide on your final major?" There were significant differences with A and NS majors deciding upon their majors earlier and SS and H majors deciding later ($\chi^2 = 29.24$, $df = 12$, $p \leq .01$). This analysis is very similar to one from last year's survey showing about 50% of the A graduates to have decided upon their major either during high school or during their first year at college, while the majority of the SS, NS, H, and MISC majors decided during their second or third collegiate year.

The alternative responses to the item "Why did you choose your particular major?" were grouped into two broad categories: personal and vocational. About two-thirds of the A, H, and MISC majors selected their major out of personal interest: Found I could do well at it; For interest, No relation to career plan; and For personal growth reasons. In contrast, the majority of respondents in SS and NS majors selected their major for employment-related reasons: As preparation for work at bachelor's level related to my major; As preparation for graduate study followed by work in area of my major; and As preparation for graduate study and career outside major area. The $\chi^2$ analysis of cell frequencies

Table 3

Percentages Responding to Survey Item on Transferring

| | Degree Groups | | | | | |
|---|---|---|---|---|---|---|
| | A | SS | NS | H | MISC | TOTAL |
| Did transfer to UW | 61 | 60 | 46 | 65 | 59 | 58 |
| Did not transfer to UW | 39 | 40 | 54 | 35 | 41 | 42 |

Table 4

Percentage Responses to "When Did you Decide on Your Final Major?"

| | Degree Groups | | | | | |
|---|---|---|---|---|---|---|
| | A | SS | NS | H | MISC | TOTAL |
| Before entering college | 32 | 11 | 21 | 14 | 19 | 16 |
| First year of college | 18 | 13 | 14 | 8 | 8 | 12 |
| 2nd or 3rd yr of college college | 50 | 66 | 54 | 69 | 69 | 63 |
| 4th year or later | | 11 | 11 | 10 | 2 | 9 |

Table 5

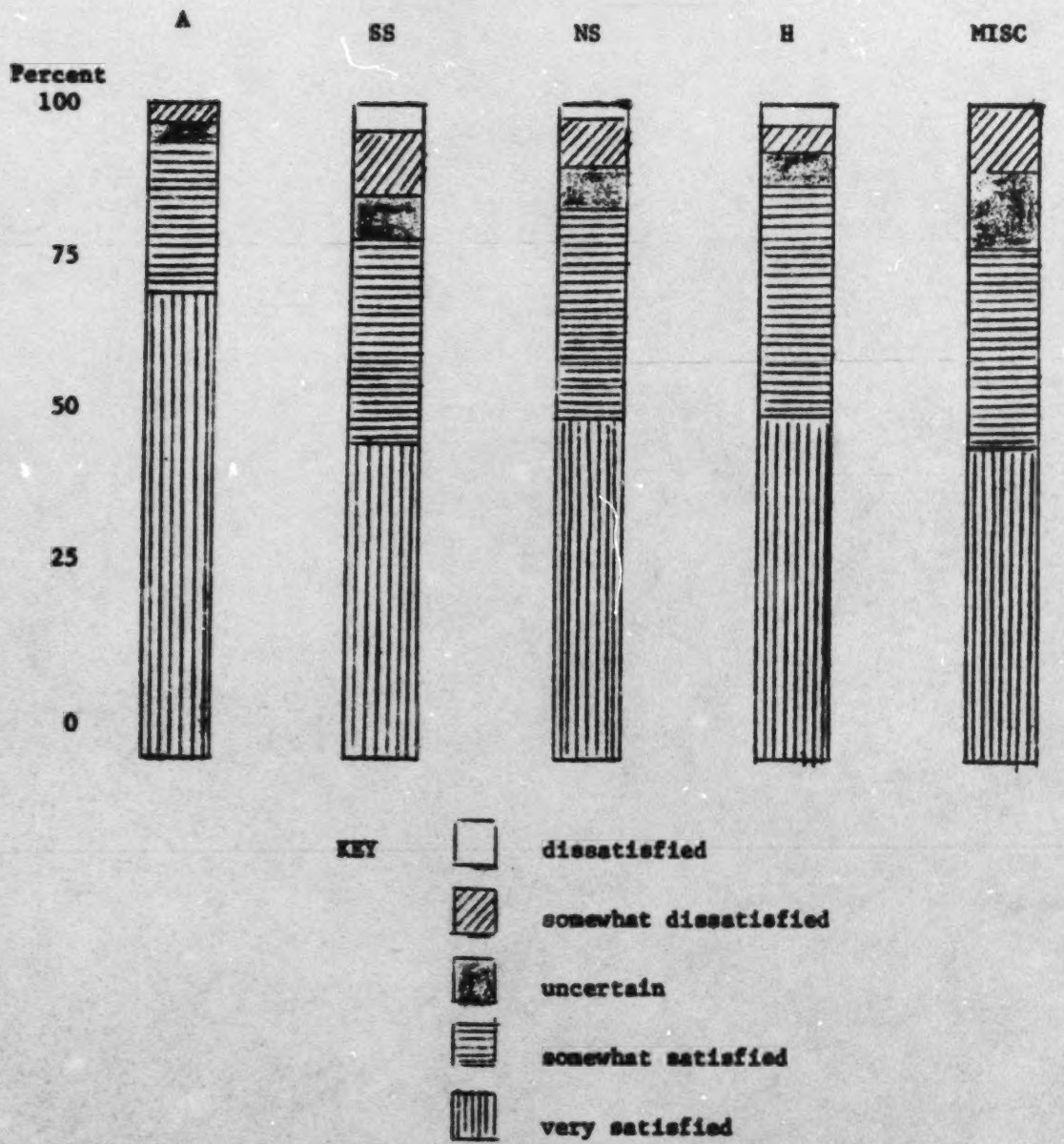
Percentage Responses to Survey Item on Reason for Selecting Major

| | Degree Groups | | | | | |
|---|---|---|---|---|---|---|
| | A | SS | NS | H | MISC | TOTAL |
| Personal reasons | 81 | 44 | 43 | 65 | 63 | 54 |
| Vocational reasons | 19 | 56 | 57 | 35 | 37 | 46 |

Note. Alternatives included under rubric of personal reasons: Found I could do well at it; For interest, No relation to career plan; and For personal growth reasons. Those item responses included under vocational reasons: As preparation for work at bachelor's level related to my major; As preparation for graduate study followed by work in area of major; and As preparation for graduate study and career outside major area.

Table 6

Satisfaction with Major for the Five Degree Groups



was significant at the .01 level ($\chi^2 = 32.07$, $\underline{df} = 4$). While the data for the A, NS, H, and MISC degree groups are similar to the previous year, respondents in the 1975 SS group were more vocationally oriented than in 1974.

As in 1974, SS graduates indicated the least satisfaction with their major. Table 6 indicates that 14% of the SS graduates were either somewhat dissatisfied or dissatisfied. At the same time there seems to be an increasing degree of satisfaction among the A, SS, NS, and H graduates. The percentage of respondents indicating being "very satisfied" with their majors for 1975, with the corresponding percentages for 1974 in parentheses, were: 71% (57%) of the A graduates, 46% (30%) of the SS graduates, 50% (32%) of the NS grads, 51% (44%) of the H degree group, and 46% (50%) of the MISC group.

In a similar vein, when asked "If entering college today, would you choose the same major?" SS respondents were less likely to respond in the affirmative. Table 7 gives the percentage responses to eight alternatives. It is instructive to note that there was an increase over the 1974 figures in the percentages indicating that they would select the same major in four of the five degree groups: A, SS, NS, and H. The bulk of the students in all five degree groups expressed positive feelings towards major; percentages ranged from 65% for the MISC group to 76% for the H graduates. While SS respondents seemed to be the least satisfied with their majors, the MISC degree group had the greatest degree of indifference and negative affect (17% of this degree group indicated that they "didn't like it" or had "strong, negative feelings").

Students were asked to select from among nine alternatives the area in which their major department needs the most improvement: Faculty, Degree requirements, Physical facilities, Student-faculty interaction, Advising, Size of classes,

Table 7

Percentage Responses to "If Entering College Today, Would You Choose the Same Major?"

| Response | Degree Groups A | SS | NS | H | MISC | TOTAL |
|---|---|---|---|---|---|---|
| yes | 81 | 58 | 67 | 65 | 62 | 64 |
| no, more intellectually challenging major | 3 | 5 | 1 | 3 | 4 | 3 |
| no, less pressured major | | 1 | 3 | 1 | 2 | 1 |
| no, more socially relevant major | 3 | 2 | 1 | 2 | | 2 |
| no, a major or more immediate vocational use | 6 | 27 | 21 | 25 | 20 | 23 |
| no, a more creative major | | 2 | 3 | 2 | 4 | 2 |
| no, more technical major | 3 | 4 | 3 | 3 | 7 | 3 |
| no, more humanistic major | 3 | 1 | 2 | | | 1 |

Table 8

Percentage Responses to "In Which one of the Following Areas Would You Suggest the Department Needs the Most Improvement?"

| Improvement Area | Degree Groups A | SS | NS | H | MISC | TOTAL |
|---|---|---|---|---|---|---|
| Faculty | 29 | 20 | 10 | 13 | 25 | 17 |
| Degree requirements | 14 | 10 | 8 | 10 | 25 | 11 |
| Physical facilities | 18 | 6 | 5 | 7 | 5 | 7 |
| Student-faculty interaction | 4 | 15 | 21 | 15 | 14 | 16 |
| Advising | 7 | 10 | 14 | 17 | 7 | 13 |
| Size of classes | 7 | 11 | 9 | 9 | 2 | 9 |
| Variety of courses | 4 | 8 | 7 | 14 | 9 | 10 |
| Grading system | 4 | 6 | 1 | 4 | 2 | 4 |
| Theoretical vs. applied orientation | 14 | 14 | 18 | 11 | 11 | 14 |

Note. The top-ranked choice in each degree group is underlined.

Variety of courses, Grading system, or Theoretical vs. applied orientation. Percentages responding to each of thesenine alternatives in the five degree groups are presented in Table 8. The two top-ranking alternatives, in each of the five degree groups: A--Faculty (29%) and Physical facilities (18%); SS--Faculty (20%) and Student-faculty interaction (15%); NS--Student-faculty interaction (21%) and Theoretical vs. applied orientation (18%); H--Advising (17%) and Student-faculty interaction (15%); and MISC--Faculty and Degree requirements (both 25%). Although no two groups ranked the same concerns highest, Faculty and Student-faculty interaction each appeared three times.

Table 9 presents the mean ratings of faculty members from the major on nine bipolar adjective scales: intellectual-dull, conservative-liberal, research oriented-teaching oriented, idealistic-realistic, concerned about social issues-indifferent to social issues, autocratic-democratic, innovative-conventional, personal-impersonal, and hostile--supportive. Each scale had six steps with the first adjective in each pair being anchored at one and the second at six. A score of 3.50 would be mid-way between the two adjectives.

On three of the adjective pairs there was agreement among the five groups; students perceived their faculties as being intellectual (rather than dull), personal (rather than impersonal), and supportive (not hostile). On two additional scales there was disagreement among the five degree groups. Majors in SS, NS, and, to a lesser extent, MISC perceived their faculty to be more research-oriented, while A and H graduates rated their faculties as more teaching-oriented. The "social issues" scale also provoked a difference of opinion with SS and H indicating that their departmental faculties were definitely concerned about social issues, while the A, NS, and MISC placed their faculties mid-way between the poles of "concern" and "indifference." For the remaining four scales (that

ic, conservative-liberal, ideslistic-realistic, autocratic-democratic, and innovative-conventional) all five degree groups saw their faculty about mid-way between both extremities.

Turning now to Table 10, the ratings of instruction within major departments were more favorable than those of instruction outside the major.

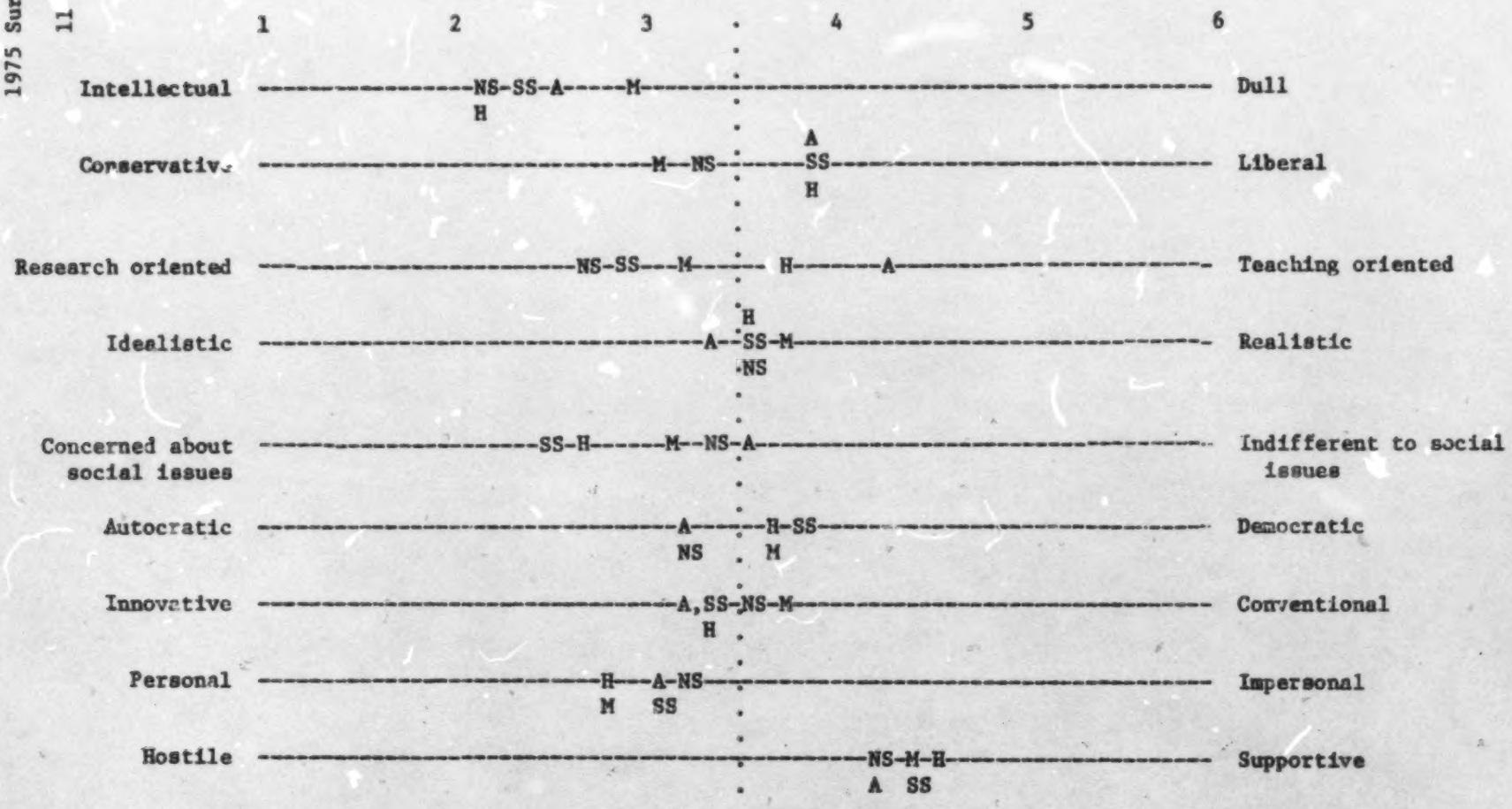
Table 11 also presents a major vs. non-major comparison, between the emphasis placed on undergraduate education within the major department and within the University as a whole. As in 1974, the individual departments were seen more positively than the University as a whole. While overall the percent of "yes" responses on the departmental side rose slightly (from 45% to 48%) it still represents less than one-half the entire sample. For the University as a whole the corresponding overall percentage of "yes" replies actually declined from 29% to 25%.

When asked to indicate the "one most important contribution to your education", 30% of the total group of graduates selected "major courses" as Table 12 indicates (it is also interesting to note that this option was the top ranked choice for the SS, NS, H, and MISC groups). The lowest percentage of responses for the total group was associated with the "required courses outside major" option. These two alternatives were also the top-ranked and the lowest-ranked selections, respectively, for the 1974 respondents.

Two new items were added to the 1975 survey. The first asked "How did you find your coursework at the University?" Approximately 60% of each of the five degree groups indicated coursework was "about as challenging as expected". For the NS and MISC graduates the remainder of the responses were about equally divided between "more challenging than expected" and "less challenging than expected". In the other three degree groups (i.e., A, SS, and H) the "less challenging" alternative was more likely to be chosen.

Table 9

Mean Ratings of Faculty in Major Department on Nine Bipolar Adjective Scales



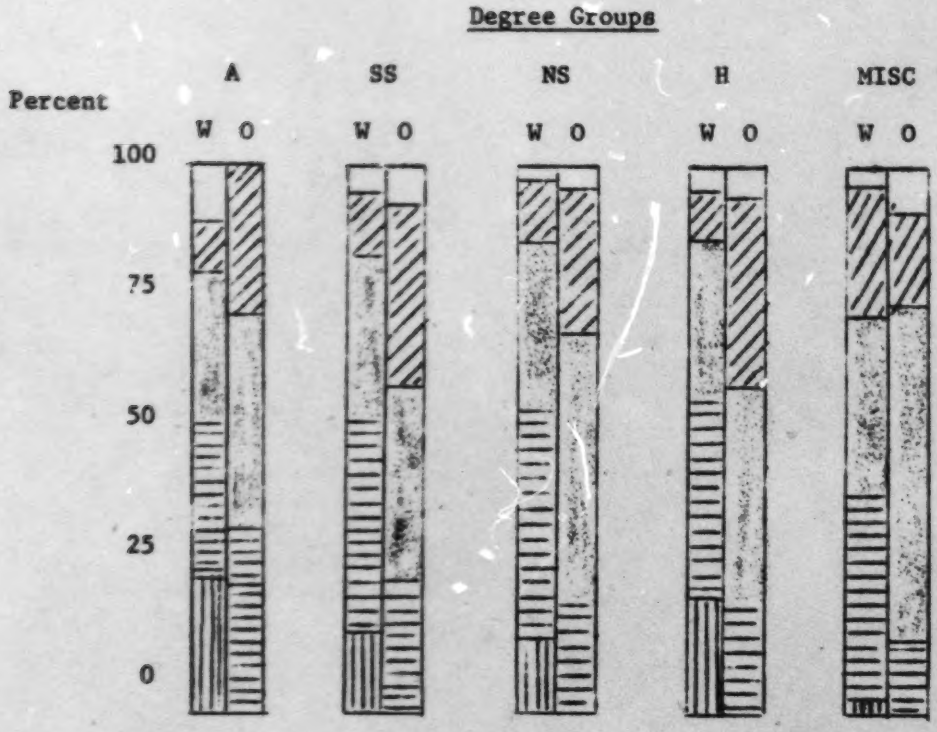





Note. The above represents the approximate position of the faculty members of the arts (A), social science (SS), natural science (NS), humanities (H), and miscellaneous (M) groups on each of the adjective pairs.

Table 10

Rating of Instruction Within Major and Outside Major




Note. W and O designate within major and outside major, respectively.

KEY

poor, very poor

fair

good

very good

excellent

Table 11

Percentage Responses to Perceived Amount of Emphasis on Undergraduate Education in Major Department and in University as a Whole

| | Degree Groups | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | | SS | | NS | | H | | MISC | | TOTAL | |
| Sufficient emphasis? | D | UW | D | UW | D | UW | D | UW | D | UW | D | UW |
| Yes | 68 | 27 | 47 | 22 | 40 | 27 | 54 | 25 | 42 | 23 | 48 | 25 |
| Not sure | 12 | 30 | 18 | 34 | 22 | 29 | 20 | 33 | 23 | 31 | 20 | 33 |
| No | 21 | 42 | 35 | 44 | 38 | 44 | 26 | 42 | 35 | 46 | 32 | 46 |

Note. Each column of departmental (D) and institution-wide (UW) percentages sums to 100%. The top-ranked choice for each is underlined.

Table 12

Percentage Responses to Most Important Contribution to Education

| | Degree Groups | | | | | |
|---|---|---|---|---|---|---|
| | A | SS | NS | H | MISC | TOTAL |
| Major courses | 19 | 22 | 38 | 28 | 51 | 30 |
| Required courses outside major | | 2 | 6 | 1 | 4 | 3 |
| Elective courses | 13 | 16 | 12 | 12 | 13 | 13 |
| Faculty members | 25 | 9 | 9 | 21 | 6 | 13 |
| Fellow students | 9 | 7 | 6 | 5 | 9 | 6 |
| Directed independent study | 16 | 12 | 8 | 7 | 2 | 9 |
| Field experience | 16 | 20 | 5 | 11 | 11 | 12 |
| Learning on my own | 3 | 13 | 15 | 15 | 4 | 13 |

Note. The top-ranked choice for each degree group is underlined.

The other new survey item tapped the graduates' feelings about changes in the quality of education at the UW while they were students here. The bulk of respondents in each of the five degree groups selected the "no significant change" alternative (from 58% to 73%). The next ranking option for all five degree areas stated "the quality of the education at the UW has gone down" (19%-33% being the range). And the final alternative to this item, i.e., "the quality of education at the UW has improved," was selected the least often in each degree group (percents vary from 7 to 12).

Plans for Year After Graduation

Students were asked "What is your one most probable activity the year following graduation?" The alternatives form three sub-areas: Full-time employment, Further study, and "Other." The most striking differences between the women and men is the proportion of SS graduates planning to go on to school. Overall, the total group of male and female respondents differed to a greater extent in this current survey than did the 1974 respondents. In 1974, similar proportions of men and women anticipated full-time work (59% vs. 51%) and further study (41% vs. 32%). In 1975 the gap between the men and women widened with over two-thirds of the 1975 women graduates (68%) anticipating full-time work vs. slightly more than half (52%) of the men. And 43% of the 1975 male graduates but only 28% of the female planned on further schooling.

Let's briefly consider the group of men and women graduates who did not anticipate attending graduate or professional school the year following graduation (called "non-aspirers"). A larger proportion of women than men were non-aspirers (77% vs. 63%, respectively). These non-aspirers were asked to indicate why they were not going to graduate school the year after graduating. Table 14 presenting the results to this survey item doesn't divulge any striking differences

Table 13

Percentage Responses to Activity Year Following Graduation

| Activity | Degree Groups A | SS | NS | H | MISC | TOTAL |
|---|---|---|---|---|---|---|
| **Males** | | | | | | |
| Full-time work at a job which is | | | | | | |
| Related to major, final career goal | 54 | 11 | 24 | 18 | 77 | 22 |
| Not related to major, final career goal | | 11 | 4 | 16 | 8 | 9 |
| Probably not career field | 27 | 18 | 18 | 31 | 8 | 21 |
| Sub-total | 81 | 39 | 46 | 65 | 93 | 52 |
| Further study | | | | | | |
| Graduate level, professional field | | 27 | 22 | 21 | | 21 |
| Graduate level in major area | 9 | 17 | 16 | 4 | 8 | 13 |
| Graduate level in an A & S field which is not major area | | 1 | 4 | 4 | | 3 |
| Vocational training not in graduate school | 9 | 7 | 6 | 3 | | 6 |
| Sub-total | 18 | 52 | 48 | 32 | 8 | 43 |
| Other | | | | | | |
| Non-career military | | 4 | 7 | 1 | | 4 |
| Will not work outside home | | 5 | | 1 | | 2 |
| Sub-total | | 9 | 7 | 2 | | 6 |
| **Females** | | | | | | |
| Full-time work at a job which is | | | | | | |
| Related to major, final career goal | 33 | 23 | 27 | 34 | 48 | 31 |
| Not related to major, final career goal | | 13 | 10 | 6 | 10 | 9 |
| Probably not career field | 43 | 33 | 22 | 26 | 23 | 28 |
| Sub-total | 76 | 69 | 59 | 66 | 81 | 68 |
| Further study | | | | | | |
| Graduate level, professional field | 10 | 13 | 15 | 10 | | 11 |
| Graduate level in major area | 10 | 5 | 10 | 14 | 3 | 9 |
| Graduate level in an A & S field which is not major area | | 6 | 2 | 3 | | 3 |
| Vocational training not in graduate school | | 3 | 12 | 4 | 13 | 5 |
| Sub-total | 20 | 27 | 39 | 31 | 16 | 28 |
| Other | | | | | | |
| Non-career military | | | | 1 | | 0 |
| Will not work outside home | 5 | 5 | 2 | 2 | 3 | 3 |
| Sub-total | 5 | 5 | 2 | 3 | 3 | 3 |

Table 14

Percentage Responses of Non-aspirers to Item Asking Reason for not Going to Graduate School the Year Following Graduation

| | Degree Groups | | | | | |
|---|---|---|---|---|---|---|
| Males | A | SS | NS | H | MISC | TOTAL |
| Can get desirable job without further schooling | 20 | 2 | 9 | 17 | 25 | 11 |
| Tired of school; need a break | 40 | 20 | 28 | 23 | 17 | 25 |
| Want some practical experience first | 20 | 9 | 14 | 17 | 17 | 14 |
| Marriage and family responsibilities | | 2 | 2 | 2 | | 2 |
| Low grades in college* | | | 6 | 6 | | 4 |
| Financial obstacles | 10 | 14 | 5 | 13 | 17 | 10 |
| Don't think I have ability or drive for graduate study | | 9 | | 4 | | 3 |
| Military service | | 7 | 18 | 4 | | 9 |
| Will be taking further undergraduate work | | 11 | 3 | | | 4 |
| Plan to go at a later time | | 7 | 2 | 8 | 8 | 5 |
| Was not accepted at a school I wanted to attend | | 9 | 11 | 2 | 17 | 8 |
| Other | 10 | 9 | 3 | 4 | | 5 |
| Females | | | | | | |
| Can get desirable job without further schooling | 6 | 8 | 7 | 9 | 20 | 10 |
| Tired of school; need a break | 35 | 42 | 31 | 29 | 33 | 34 |
| Want some practical experience first | 35 | 11 | 24 | 20 | 27 | 20 |
| Marriage and family responsibilities | | 9 | 3 | 3 | 3 | 5 |
| Financial obstacles | 6 | 16 | | 11 | 3 | 10 |
| Don't think I have ability or drive for graduate study | 6 | 2 | 14 | 3 | 7 | 5 |
| Military service | | | | 1 | | 0 |
| Will be taking further undergraduate work | | 5 | 3 | 3 | | 3 |
| Plan to go at a later time | 6 | 3 | | 11 | 3 | 6 |
| Was not accepted at a school I wanted to attend | 6 | 3 | 14 | 4 | | 5 |
| Other | | 2 | 3 | 6 | 3 | 3 |

Note. The top-ranked choice for each degree group is underlined.

*This option was not selected by any female non-aspirer.

Table 15

Graduate School Intentions of the Non-aspirers

(Percentages in parentheses)

| Intend to apply? | Degree Groups A | SS | NS | H | MISC | TOTAL |
|---|---|---|---|---|---|---|
| **Males** | | | | | | |
| No | 5(56) | 12(27) | 17(26) | 15(31) | 2(17) | 51(28) |
| Yes, within the next two years | 1(11) | 13(30) | 12(18) | 5(10) | 5(42) | 36(20) |
| Yes, some time in the future | 3(33) | 19(43) | 37(56) | 28(58) | 5(42) | 92(51) |
| Total N | 9 | 44 | 66 | 48 | 12 | 179 |
| **Females** | | | | | | |
| No | 7(41) | 17(26) | 12(40) | 19(28) | 14(47) | 69(33) |
| Yes, within the next two years | 3(18) | 17(26) | 10(33) | 13(19) | 3(10) | 46(22) |
| Yes, some time in the future | 7(41) | 32(48) | 8(27) | 36(53) | 13(43) | 96(45) |
| Total N | 17 | 66 | 30 | 68 | 31 | 211 |

Table 16

Mean Number of Graduate School Applications Completed

by Non-aspirers and Aspirers

| | Degree Groups A | SS | NS | H | MISC | TOTAL |
|---|---|---|---|---|---|---|
| **Males** | | | | | | |
| Non-aspirers | .00 | .96 | .83 | .49 | 1.00 | .74 |
| Aspirers | 4.00 | 5.71 | 5.80 | 3.63 | 2.00 | 5.31 |
| **Females** | | | | | | |
| Non-aspirers | .80 | .63 | .56 | .18 | .32 | .42 |
| Aspirers | 1.75 | 3.55 | 3.81 | 2.50 | 1.00 | 3.00 |

between the sexes with "Tired of school; need a break" being the top-ranked deterrent for both men (25%) and women (34%).

The non-aspirers were also asked about their intentions for graduate study in the future and Table 15 summarizes these results. All in all, the bulk of both the men and women non-aspirers anticipate graduate study in the future (71% vs. 67% of the men and women non-aspirers, respectively).

Students who intended to pursue graduate or professional study the year following graduation (called "aspirers") were asked to indicate whether they were going to change their major or not. Excluding the A and MISC groups which had too few aspirers to be meaningful, the majority of the men and women aspirers in the remaining three degree groups anticipated changing their major. The largest proportion of SS and H graduates (both men and women) who were changing their major indicated that their graduate school major would be law. For the NS aspirers, the largest percentage would be changing their major to one of the health professions.

Lastly, Table 16 presents the mean number of graduate school applications for both the non-aspiring and aspiring males and females in each of the five degree groups. As one might expect, the aspirers completed a larger number of applications, on the average, than did the non-aspirers in the same degree group. When a comparison is made between the mean number of applications of the men and women aspirers in the same degree group, the mean for the males is always larger.

Occupational Expectations

The 1974 survey indicated that a greater proportion of men than women anticipated attending graduate school the year after graduation, as was mentioned above. In order to generate some hypotheses concerning those factors which might

differentiate the women who aspired to graduate school from those who did not, a pilot study was conducted. In this study (de Wolf, Note 2) the total group of women aspirers were matched pairwise by age and major with another group of women liberal arts graduates. It was hypothesized that the women aspirers would be more career salient than the women non-aspirers. Career salience or work-orientation was determined by the percentage of women omitting a response to the survey item inquiring "What is your intended occupation?" Aspirers, being more career oriented, i.e., more certain of their intended vocation, were significantly less likely to leave this item blank. Does this hypothesis also hold for the 1975 survey?

Rather than having matched pairs of aspirers and non-aspirers, the total groups for each sex were divided into aspirers and non-aspirers. As in the 1974 pilot study, career salience was determined by the percentage of those omitting a response to the item asking "What is your intended occupation?" For both sexes, the aspirers were more career salient than the non-aspirers. Only 3% of the women aspirers versus 17% of the women non-aspirers left this item blank ($\chi^2 = 6.12$, $\underline{df} = 1$, $\underline{p} \leq .02$). Similarly, only 7% of the men aspirers did not indicate an occupation in contrast to 17% of the non-aspiring men ($\chi^2 = 6.76$, $\underline{df} = 1$, $\underline{p} \leq .01$).

Since occupational expectations are influenced also by work, the survey inquired about employment. When asked about the total number of years of employment related to their career goal, 42% of the total group indicated having at least one year of such experience. The mean for this group was slightly over 2½ years of career-related employment.

A similar item inquired about the total number of years of paid work experience. The 90% of the graduates who indicated being employed for at least

one year had a mean of slightly under 4½ years of employment.

Another survey item asked "Compared to other students you know, have you done more, less, or about the same amount of volunteer work and unpaid field experience?" Table 17 presents the results for this item. The SS graduates had the largest percentage of students reporting "more than others" (42%) with the A grads close behind (39% indicated having more than other students). Overall, 64% of this sample had had some volunteer or field work experience.

The graduates were asked to indicate which of several activities would be most important in their chosen career (Teaching, Sales persuasion, Research, Administration, Service to clients, Technical work, Artistic expression, Consulting, and "Other"). Table 18 indicates that "Artistic expression" was to be the career focal point for the majority of A students (56% selected this option). "Service to clients" was the top-ranked choice for the SS (30%) and the MISC graduates (28%), while "Research" and "Teaching" were the first-ranked alternatives for the NS (27%) and H (27%) respondents, respectively.

These liberal arts graduates were also asked "Which one type of employer do you expect to work for throughout most of your career?" As Table 19 reports, the most probable employer for total group of graduates was being "Self-employed" while the second-ranked employer was a "School system" (17% and 13%, respectively).

Lastly, the students were asked to indicate one way in which the University could have been more helpful to them in making an informed vocational choice (Table 20). The most popular suggestion for the A and SS graduates was "Improve Career Planning and Placement Advising", while for the NS, H, and MISC grads "Improve departmental advising" was top-ranked.

Table 17

Amount of Volunteer and Unpaid Field Experience

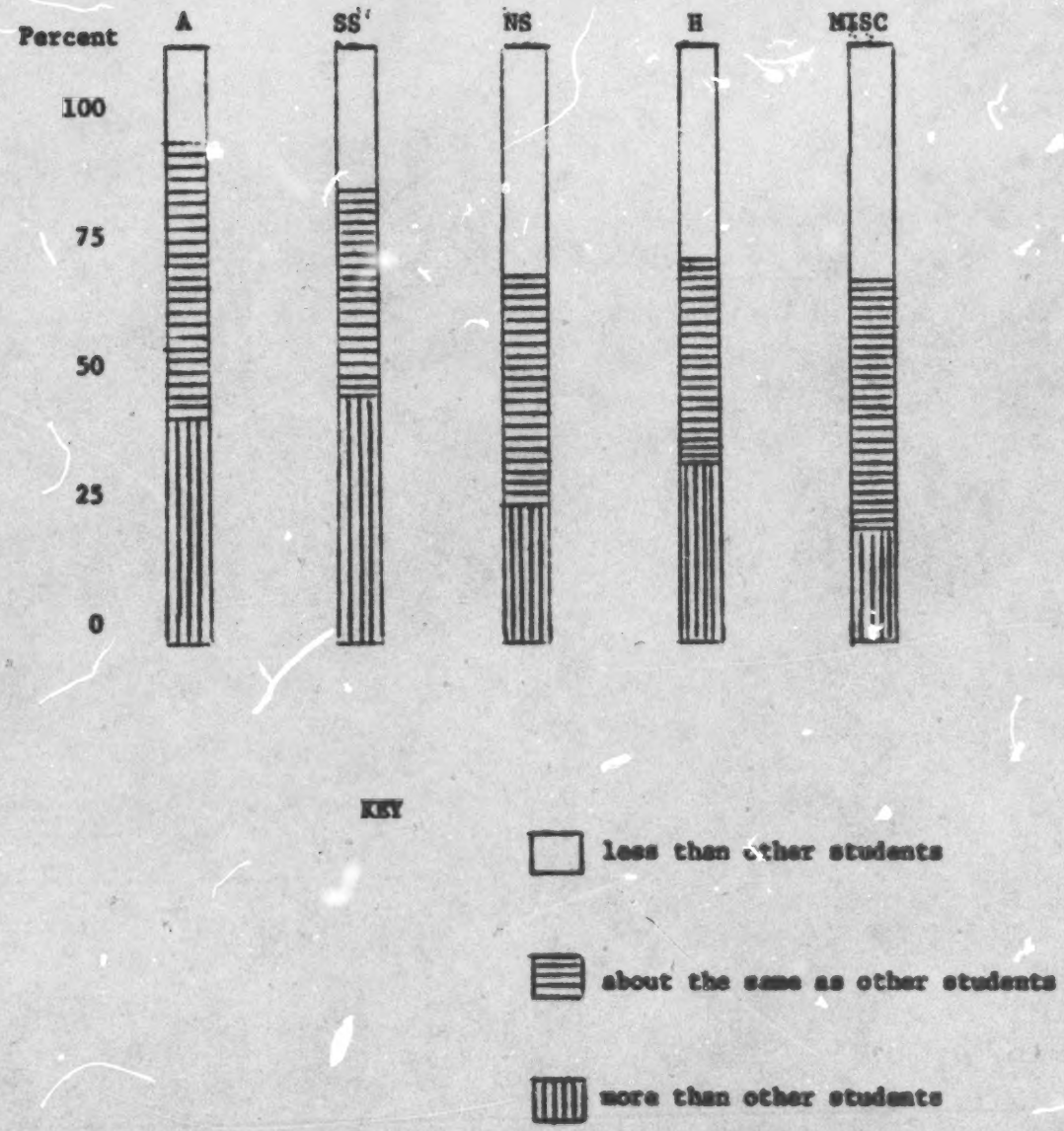


Table 18

Focal Point of Chosen Career (Percentage Responses)

| FOCUS | Degree Group A | SS | NS | H | MISC | TOTAL |
|---|---|---|---|---|---|---|
| Teaching | 12 | 19 | 10 | <u>27</u> | 24 | 19 |
| Sales persuasion | 3 | 2 | 1 | 4 | 2 | 2 |
| Research | 3 | 14 | <u>27</u> | 6 | 2 | 14 |
| Administration | 9 | 14 | 5 | 12 | 13 | 11 |
| Service to clients | 12 | <u>30</u> | 23 | 20 | <u>28</u> | <u>24</u> |
| Technical work | | 3 | 21 | 4 | 9 | 9 |
| Artistic expression | <u>56</u> | 2 | 3 | 12 | 13 | 9 |
| Consulting | | 10 | 4 | 6 | 9 | 7 |
| Other | 6 | 6 | 6 | 10 | | 7 |

Note. The top-ranked choice for each degree group is underlined.

Table 19

Most Probable Type of Employer in Chosen Career

(Percentage Responses)

| EMPLOYER | Degree Group A | SS | NS | H | MISC | TOTAL |
|---|---|---|---|---|---|---|
| Private company, 100 or more employees | 12 | 6 | 11 | 13 | <u>22</u> | 11 |
| Private company, less than 100 employees | 27 | 9 | 7 | 14 | 13 | 11 |
| Self-employed | <u>35</u> | <u>15</u> | <u>18</u> | 13 | 20 | <u>17</u> |
| Research organization | | 5 | 10 | 2 | | 5 |
| College or university | 6 | 8 | 11 | 13 | 2 | 10 |
| School system | 15 | <u>15</u> | 7 | <u>17</u> | 15 | 13 |
| Federal government | | 10 | 17 | 11 | 4 | 11 |
| State or local government | | <u>15</u> | 6 | 3 | 11 | 8 |
| Service agency | 3 | 12 | 11 | 9 | 11 | 10 |
| Other | 3 | 6 | 2 | 7 | 2 | 5 |

Note. The top-ranked choice for each degree group is underlined.

Summary of the Educational Impact of the University

Overall, what do these data tell? First, this group of liberal arts graduates perceived that there wasn't sufficient emphasis on undergraduate education either within their major or in the University as a whole. Only 25% indicated that the University as a whole placed sufficient emphasis on the education of undergraduates and slightly less than half (48%) indicated that their major departments emphasized undergraduate education to a sufficient degree (Table 11). However, the bulk (about 75%) felt that the quality of instruction within their major was either "Good," "Very good," or "Excellent," while the ratings of the quality of instruction of the UW as a whole fared less well (Table 10). As a group, these graduates considered major courses to be the top-ranked contributor to their University education (Table 12). Apparently, although this group indicated that the UW underemphasized undergraduate education, they seemed satisfied with the quality of instruction in the major courses and their major courses.

Were they satisfied, in general, with their stay at the UW? If the degree to which they were satisfied with the major is an accurate indicator, the answer to this question is "yes." Over 75% of the total group indicated being satisfied with their major (Table 6), and, in a similar vein, about two-thirds (64%) would select their same major if entering college today (Table 7).

Finally, did the University have any impact on changing the ideas of this sample of graduates? Table 21 presents the percentages of students in each degree group who indicated that their ideas had changed on eight major concepts: Law, Reason, Democracy, Education, Nature, Nationalism, Social responsibility, and Social equality. Over half of the total group indicated that their ideas had been changed on all concepts except "Nationalism" (44% indicated that their ideas had changed on this concept). As in the 1974 survey, the area of

"Education" registered the largest amount of change (81% of the total group). Table 22 speaks directly to the extent to which they perceived the University itself as having a "Strong impact" on these changes. As one might anticipate, the University had its strongest impact on the concept of "Education," with 44% of the total group of graduates selecting this alternative. As in the previous year's survey, the concepts of "Democracy" and "Nationalism" were the least affected in terms of "Strong impact," while "Education" was the most affected.

Table 20

Suggestions for Improving Vocational Opportunities

(Percentage Responses)

| | Degree Groups | | | | | |
|---|---|---|---|---|---|---|
| SUGGESTION | A | SS | NS | H | MISC | TOTAL |
| Improve Career Planning and Placement advising | <u>26</u> | <u>30</u> | 24 | 17 | 21 | 23 |
| Improve departmental advising | 23 | 15 | <u>32</u> | <u>28</u> | <u>32</u> | <u>25</u> |
| Expand counseling and testing services | 3 | 5 | 3 | 11 | 6 | 6 |
| Offer career development classes | 13 | 24 | 12 | 20 | 11 | 18 |
| Increase employer interview possibilities | 13 | 12 | 13 | 10 | 17 | 12 |
| University could not have been more helpful | 23 | 15 | 18 | 16 | 13 | 16 |

Note. The top-ranked choice for each degree group is underlined.

Table 21

Percentages of Students Reporting Ideas Changed While at University

| | Degree Groups | | | | | |
|---|---|---|---|---|---|---|
| CONCEPTS | A | SS | NS | H | MISC | TOTAL |
| Law | 38 | 71 | 49 | 62 | 52 | 59 |
| Reason | 62 | 71 | 58 | 67 | 59 | 65 |
| Democracy | 45 | 61 | 46 | 59 | 46 | 54 |
| Education | 79 | 81 | 78 | 84 | 79 | 81 |
| Nature | 47 | 55 | 61 | 48 | 43 | 53 |
| Nationalism | 33 | 49 | 33 | 49 | 46 | 44 |
| Social Responsibility | 62 | 68 | 58 | 66 | 54 | 64 |
| Social Equality | 64 | 72 | 60 | 68 | 65 | 67 |

Table 22

Percentages of Students Reporting Strong Impact of University Upon Ideas

| | | | | | | |
|---|---|---|---|---|---|---|
| Law | 9 | 23 | 12 | 19 | 15 | 18 |
| Reason | 24 | 22 | 22 | 30 | 22 | 25 |
| Democracy | 12 | 23 | 16 | 20 | 13 | 19 |
| Education | 50 | 47 | 42 | 44 | 32 | 44 |
| Nature | 18 | 24 | 35 | 10 | 13 | 22 |
| Nationalism | 9 | 11 | 10 | 17 | 11 | 12 |
| Social Responsibility | 21 | 31 | 20 | 23 | 24 | 24 |
| Social Equality | 30 | 40 | 23 | 31 | 33 | 32 |

## Reference Notes

1. Educational Assessment Center. 1975 Survey of Graduating Seniors. Seattle: University of Washington, Author, 1975.
2. de Wolf, V. A. Factors related to postgraduate educational aspirations of women college graduates. Paper read at the annual meeting of the American Psychological Association, Washington, D. C., September 1976.

## References

de Wolf, V. A. The 1974 College of Arts and Sciences survey of graduating seniors. Seattle: University of Washington, Educational Assessment Center, April 1975. (ERIC Document Reproduction Service No. ED 111 266)